

**THE EFFECTIVENESS OF USING RANDOM CARD GAMES TO
INCREASE VOCABULARY MASTERY OF THE FIRST YEAR
STUDENTS OF MTS DESA KUALU
KAMPAR**



BY

NIRMALA ASTUTI USKA

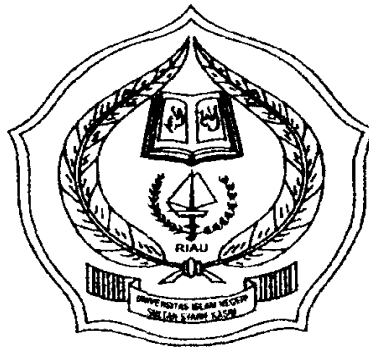
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**ENGLISH EDUCATION DEPARTMENT
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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1431 H/2010 M**

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Thesis

Submitted in Partial Satisfaction of Requirements for
the undergraduate Degree of Education
(S.Pd)



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ABSTRACT

The title of this research is “The Effectiveness of Using Random Card Games to Increase Vocabulary Mastery at the First Year of MTs Desa Kualu Kampar Regency”. This research is experimental research. It is investigated whether there are significant differences on students’ vocabulary mastery between students who are taught by using random cards game and who are taught by using conventional one. The subject of this research is the first year of MTs Desa Kualu Kampar Regency. The first year consists of 48 students. The researcher takes all the students as the subject of the research. In addition, the researcher divides the students become two groups, first experiment group and the other is control one.

The instruments of this research are observation and test. The observation is used to know both researcher’s and students’ activities in learning and teaching process by using random card game. The researcher is able to reach 81,25% from the value of researcher’s activities observation. The students’ activities go up from 38,5% observation I, 40,6% in observation II, 42,7% in observation III, 42,7% in observation IV, 51% in observation V, 59,4% in observation VI, 59,4% in observation VII, to 85,4% in observation VIII. Pertaining to the result of observation can be seen that there is improvement of both researcher’s and students’ activity.

Whereas to analyze the data, the researcher uses “t-test”, the formula as shown below:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Finally, based on the researcher findings, the result was found that $t_{calculated}$ (4.08) is higher than $t_{distribution}$ (1,684) in alpha decision level (α)0,05 and with the degree freedom 46 ($df = N_1 + N_2 - 2 = 24 + 24 - 2 = 46$). It can be concluded that $t_{calculated} > t_{distribution}$ (4,08 > 1,684). Regarding to the result, H_a is accepted and H_o is rejected. It means that there is significant difference students’ vocabulary mastery between students who are taught by using random card game and students who are taught by using conventional one at the first year of MTs Desa Kualu Kampar Regency. The students who are taught by random card game have good vocabulary mastery than who are taught by using conventional one.

ABSTRAK

Judul penelitian ini adalah "Efektivitas Penggunaan Permainan Kartu Acak untuk Meningkatkan Penguasaan Kosakata pada Siswa Kelas Satu MTs Desa Kualu Kabupaten Kampar ". Penelitian ini bersifat percobaan. Penelitian ini menyelidiki apakah ada perbedaan yang signifikan pada penguasaan kosakata antara siswa yang diajar menggunakan permainan kartu acak dan siswa yang diajar dengan menggunakan konvensional. Subjek penelitian ini adalah siswa kelas satu MTs Desa Kualu Kabupaten Kampar yang terdiri dari 48 siswa. Peneliti mengambil semua siswa sebagai subjek penelitian ini. Sebagai tambahan, peneliti membagi para siswa menjadi dua kelompok, kelompok percobaan dan kontrol.

Instrumen penelitian ini adalah pengamatan dan test. Pengamatan digunakan untuk mengetahui kedua-duanya kegiatan guru dan siswa dalam proses belajar dan mengajar dengan menggunakan permainan kartu acak. Peneliti dapat menjangkau 81.25% dari nilai pengamatan aktivitas peneliti. Kegiatan siswa meningkat dari 38.5% pada pengamatan I, 40.6% pada pengamatan II, 42.7% pada pengamatan III, 42.7% pada pengamatan IV, 51% pada pengamatan V, 59.4% pada pengamatan VI, 59.4% pada pengamatan VII, menjadi 85.4% pada pengamatan VIII. Berdasarkan hasil pengamatan tersebut dapat diketahui bahwa adanya peningkatan kegiatan kedua-duanya baik guru maupun siswa.

Sedangkan untuk menganalisa data, peneliti menggunakan "t-test", rumusnya sebagai berikut:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Akhirnya, berdasarkan temuan peneliti, hasil t-hitung (4.08) lebih tinggi dibanding t-distribusi (1,684) pada alfa (α)0,05 dan dengan tingkat derajat kebebasan 46 ($df = N_1 + N_2 - 2 = 24 + 24 - 2 = 46$). Hal ini dapat disimpulkan bahwa $t\text{-hitung} > t\text{-distribusi}$ (4,08 > 1,684). Berdasarkan hasil tersebut, H_a diterima dan H_o ditolak. Hal ini berarti bahwa ada perbedaan yang signifikan pada penguasaan kosakata antara siswa yang diajar menggunakan permainan kartu acak dan siswa yang diajar menggunakan konvensional pada siswa kelas satu MTs Desa Kualu Kabupaten Kampar. Siswa yang diajar menggunakan permainan kartu acak mempunyai penguasaan kosakata baik dibanding siswa yang diajar menggunakan cara konvensional.

ملخص

الموضوع في هذا البحث هو " فعالية الإستعمال لعبة البطاقة التخبط لترقية إستيعاب المفردات بالتلاميذ في الفصل الأول بالمدرسة المتوسطة الإسلامية القرية كوالو مديرية كمبار ". هذا البحث التجريبية. و يبحث هذا البحث هل هناك الفرق الدلالة في إستيعاب المفردات بين التلاميذ يعلمون بالإستعمال لعبة البطاقة و التلاميذ يعلمون بالإستعمال التقليدي. أفراد في هذا البحث هو التلاميذ في الفصل الأول بالمدرسة المتوسطة الإسلامية القرية كوالو مديرية كمبار عددها ٤٨ تلميذا. تأخذ الباحثة كل التلاميذ كالأفراد في هذا البحث، و تزيد، تنقسم الباحثة التلاميذ تكون فرقتين، هما فرقة التجريبية و فرقة المراقبة.

آلة في هذا البحث هو المراقبة و الإختبار. المراقبة التي تستعمل لإدراك هما بين عمل المدرس و التلاميذ في عملية التعليم بالإستعمال لعبة البطاقة التخبط. توجد البحث ٨١,٢٥% من قيمة المراقبة بالعملية الباحثة. عملية التلاميذ مرتفع من ٥٥,٣٨% في المراقبة الأولى ، ٤٠,٦% في المراقبة الثانية، ٥٠,٤٢% في المراقبة الثالثة، ٧٠,٤٢% في المراقبة الرابعة، ٥١% في المراقبة الخامسة، ٤٠,٥٩% في المراقبة السادسة، ٤٠,٥٩% في المراقبة السابعة، تكون ٤٠,٨٥% في المراقبة الثامنة. على ذلك حاصل المراقبة قد عرفت أن هناك ترقية عمليتهما من المدرس و التلاميذ.

في تحليل البيانات، تستعمل الباحثة "t-test"، بالرموز كما يالى:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

الأخر، ٠,٠٥ على تحليل البيانات من الباحثة حاصل t-hitung (٠,٨,٤) أرتفع من t-distribusi (١,٦٨٤)، في alfa (a) ٠,٠٥ و بطرف درجة الحرية ٤٦-2=24+24-2 (df = N₁ + N₂) 2=46 هذا قد الخلاصة أن t-distribusi < t-hitung (١,٦٨٤ < ٤,٠٨). على ذلك، حاصل Ha مقبول و Ho مردود. هذا المعنى أن هناك الفرق الدلالة في إستيعاب المفردات بين التلاميذ يعلمون بالإستعمال لعبة البطاقة التخبط و التلاميذ يعلمون بالإستعمال

التقليدي بالتلاميذ في الفصل الأول بالمدرسة المتوسطة الإسلامية القرية كوالو مديرية كمبار.
التلاميذ يعلمون بالإستعمال لعبة البطاقة التخبط عندهم إستعاب المفردات جيدا من التلاميذ
يعلمون بالإستعمال طريقة التقليدي.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the important aspects that have to be learned by students. It has been found that lack of vocabulary causes a major problem for the students' progress. Vocabulary is knowledge of words and word's meaning (Learning First Allegiance,2000).

Brown (1994:27) states, the skills are listening, speaking, reading, and writing that the students should mastery at the end of their learning process. Hence, language contents are vocabulary, structure, pronunciation, and spelling which are taught integrated with language skills. Brown,(1980:27-28) says that the language contents based on the knowledge of the language structure, language systems, vocabulary or based on the all of to language aspects can be connected each other. Therefore, it is important for the teacher to teach vocabulary in context. The students need to know and understand the meaning of the word clearly.

Therefore, vocabulary knowledge is not something that can over the course of the lifetime (Diamond and Gaulthon, 2006). Words are the key of a productive vocabulary. However, since vocabulary is an ongoing process. It cannot be mastered with only one day or a short time. A continued study is needed to get a very deep mastery of vocabulary. It needs a lot and various techniques to make it not boring.

To be effective word learners and word users, students need a variety of strategies such as those that help them get meaning from context and strategies that help them to make connections due to words they already know and vocabulary also has a very close relationship with reading skill.

Vocabulary mastery is one of the needs in foreign language, rich vocabulary mastery will help us to speak fluently and ease to comprehend a text. However, in order to get a good mastery in vocabulary especially in teaching vocabulary to students who learn English as foreign language, the teacher should use the varieties technique. So, the students can absorb the words in their brain and not bored of the lesson.

Learning vocabulary through games can increase students' motivation. The lesson will be absorbed by the students if the teacher uses the stimulation in games. The students are involved in the activities directly and games give a various pleasure in learning.

Futhermore, Larcabal (1992) states that the function of the vocabulary in language teaching process is very important because it is easy for the teacher when she/he uses teaching aid in order to attract students' interest in learning vocabulary, especially the first year junior high school level students.

According to Setyadi (2006:181) states that one of common principles that may be considered to develop or choose methods for children is that learning a foreign language should be fun and natural. From this principle, a language teacher may develop his/her own techniques. One of them is to make their learning fun and

natural. Teacher's method becomes impressive for students because in this activity they do not only listen to the teacher but also activate themselves in the learning process.

According to Hurwitz (1969:13) states games awakening the students eagerness to learn, to think, to image, to listen, to create and to express their ideas. Then, in learning a foreign language, vocabulary plays an important role. One element links the four productive language skills; speaking, listening, reading, and writing.

In order to communicate well in foreign language, students should acquire an adequate number of words and should know how to use them accurately. To assess the effectiveness of learning vocabulary through games in the classroom, we want to know how students' experiences help in their learning and what progress they gain. Applying games is an effective mean to make students feel more comfortable and interested in learning English vocabulary since the vocabulary acquisition is increasingly viewed as crucial to language acquisition. However, there are many disagreements as to the effectiveness of different approaches for presenting vocabulary items. Some traditional techniques are compared with the use of language games for vocabulary presentation and revision in order to determine whether they are more successful in presenting and revising vocabulary than other methods or not.

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995) says that the definition of game is as a form of

plat governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities but ways of getting the learner to use the language in the course of the games.

Random card games is one of the ways to make easier for students' vocabulary mastery in memorizing the meaning of the words. Besides it is fun, it will be also effective for them since they can remember word in sentences. The tehniqne is also tried to be applied for students in the first school to find the effectiveness.

In MTS Desa Kualu Kampar Regency, the teacher has not applied this method. They only applied traditional method such as grammar translation method of random. Based on the observation of the researcher, this method is not effective to the students' vocabulary mastery. Besides, this method seems to be boring for the students. Thus, card game can help the students to have more vocabulary through the reading text and try to find out whether the new method of random card in games can help the students to have a more vocabulary mastery or not.

The English teacher always gives motivation and advice to students in order to they are not anxious in learning. But, in fact the students are anxious in learning English, it can be seen in the following symptoms:

1. Some of the students find difficulties to memorize vocabulary pertaining to the conversation given by their teacher.
2. Some of the students do not know the meaning of words from a text.
3. Some of the students cannot understand a text because of the limited vocabulary mastery.

4. Some of the students are still ashamed to use their vocabulary or words.

Pertaining to the phenomena above, the researcher is interested in carrying out a research entitled: "The Effectiveness of Using Random Card Games to Increase Vocabulary Mastery at the First Year of MTs Desa Kualu Kampar Regency".

B. Problems

1. Identification of the Problems

Based on the background and symptoms, the researcher identifies as follow:

1. Are the students easier to memorize vocabulary by using random card in games?
2. Can game help students to increase their vocabulary?
3. Why are the students not interested in practicing the vocabulary?
4. Why do some of the students have limited vocabulary

2. The Limitation of the Problems

Based on the description above, the researcher wants to know and focus to carry out the researcher: "The Effectiveness of Using Random Card Games to Increase Vocabulary Mastery of the First Year Students of MTS Desa Kualu Kampar Regency".

3. The Formulation of the Problems

The formulation of this research can be formulated in a research question:" is there any random card games effective in increasing vocabulary mastery at the first year of MTs Desa Kualu Kampar Regency?"

C. The reason of Doing the Research

There are some reasons why the researcher is going to conduct this research. There are as follows:

1. The researcher is interested in teaching English through games;
2. The researcher wants to give a good contribution to the school about good teaching method;
3. Teaching English through games is still unfamiliar for teacher in school;
4. Random card game is one of fun methods in teaching young learner about English vocabulary.

D. The Objectives and The Significance of the Research

1. The Objective of the Research

1. To find students' interest in random card games;
2. To find students' vocabulary mastery;
3. To find students' ability in English vocabulary;
4. To find out the Effectiveness of random card games to increase vocabulary.

2. The Significant of the Research

1. To help the students to find increase their vocabulary mastery;
2. To help the teacher to find a good technique in teaching English;
3. To help the teacher to improve their method in teaching English;
4. To help students to understand English vocabulary.

E. The Key Terms

1. Effectiveness.

It is the ability to bring about the result intended (Hornby, 1974:277). In this paper, the effectiveness means group work can be useful for students to increase ability their reading skill.

2. Random card game.

Random card game is a type of the media that is very interesting to motivate students and learn English. According Hornby (2000:1047) random is without thinking or deciding in advance, what is going to happen. In addition, randomize to use a method in experiment, a piece of research, etc. Random game is including some randomizing elements : dice, a spinner, dealing of cards, ping-pong balls in Lotto machine.

3. Increase.

According to Manser in Oxford (1995:213) states that increase means become or make greater in number or quantity. In this research to increase means to reach English vocabulary.

4. Mastery.

Mastery is the great knowledge about or understanding of a particular thing.

Mastery in this research is students' knowledge in vocabulary or in listening short conversation.

5. Vocabulary.

According to Richard (1999:400) states, that vocabulary is a set of lexemes, including single words, compound words, and idioms. Suyanto (2007:43) states that vocabulary is a total number of words that is owned by a language and it will give meaning if we use the language.

CHAPTER II

THEORITICAL FRAMEWORK

A. The Nature of Vocabulary

Vocabulary is acquired incidentally through indirect expose to words and intentionally through explicit instruction in specific word and word learning strategies. Vocabulary means the words which is significant to be known by the language learners. It can be found in dictionary or other sources which is relevant. However, to enrich the vocabulary, we should precisely know about the context of the language spoken or written.

Healy (2000:2) states that there are three main principles appear to underline effective vocabulary teaching. First, learner should be provided with both definitional and contextual information about words. Second, learners should be encouraged to process information about words at deeper level. Finally, for ESL learner they should multiple expose word.

Vocabulary is very important in learning English particularly in reading comprehension. The main reason for is that vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, Huyen and Nga (2003:4) said that in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

It is known that not all of the learners can memorize the words, especially in low frequency words. It all depends on the learner's ability to understand the vocabulary as an important aspect for the foreign language learners.

B. The Concept of Vocabulary Mastery

In this research, mastery of vocabulary means that the students can comprehend the level of the vocabulary – low level, middle level, and high level of vocabulary – that the students can apply the rules of using random card games. From the Skykes in Tuti (2007:14) states that mastery means complete knowledge, and great skills. So, if the students master vocabulary automatically, the students can increase and can develop their language skills.

The concept of mastery in this research is that the students understand the rules of playing games and know more dealing with vocabulary mastery, then, they know of the responsibility toward their group and keep strong in learning and they feel enjoyable to learn vocabulary mastery.

C. The Concept of Increase

Increase means becoming or making something greater in number, amount, quantity and value, etc. (Hornby, 2000:658). In this research, the researcher accentuates on increasing of using random cards games where the students have to find the words in random card games. When the students find word, the students have to find the words in random card games. When the students to find word they should

know the instruction of playing games. So, the students can not do something wrong in playing this game. The students are required to be active in teaching and learning process, it can be stated that the teacher creates the context in which the language is useful and meaningful by means of playing random card games and make the students' vocabulary mastery increased.

Futhermore, Setiawan (1984:9) adds there are some principles in order to increase the vocabulary mastery when teaching and learning process are being taken place, in which those methods are based on method that we want to learn. They are following points:

1. Context of the games
2. Focus of the games that he or she wants to teach
3. Socialization how play the games
4. Learning while working such as making some groups of work and have fun with the games.

Another ways to increase vocabulary mastery means that the teacher should know the learning process. In this research, it focuses of using random card games in increasing vocabulary.

D. The Nature of Games

A game is an activity that gives an opportunity to the students to be active in classroom governed by rules. It encourages students' motivation in learning in order to make learning process enjoyable and attractive. According to Smith (2002:7), a

game can be an effective tool in students' acquisition of vocabulary. Games are effective because they allow for meaningful, motivating, and relaxed atmosphere that give students an opportunity to improve their language skills and language components as well.

Game theory is a branch of mathematics that deals with the analysis of games. Game theory has two distinct branches: combinatorial game theory and classical game theory. In classical game theory, player moves, bets or uses strategies simultaneously. Both hidden information and chance element are frequent features in this branch of game theory. Combinatorial game has no chance element and player takes turns. A game is one of perfect information if all players know the movements made previously by all other players. Thus, only sequential games can be games of perfect information, since simultaneous games are not every player knows the actions of the others.

Games help and encourage many learners to sustain their interest and work. Games also help teacher to create context in which it is useful and meaningful. The learners want to take a part playing games provided for students an outlet from the monotony of repetitious teaching approaches (Uberman,1998:20). Moreover, he stated that games are welcome break from the usual routine of the language class. Through games students are able to experiment and interact with their environment. The teacher can make the students understand the meaning of the words.

Language games activities are used mainly to aim at breaking the ice between students or killing the time related to focus of the lesson. Bayrine, (1995:20) gives

definition to game is as form of play governed by rules. They should be enjoyable and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the games. Similarly, Dediend (2000), games as "an activity with rules, a goal and element of fun".

Futhermore, Desi (2002:3) states that games involve many factors; rules, competition, relaxation, and learning in particualar. The main focus of using games in classroom is equally important that before playing the rules of games the students are clearly explained and well-understood about the goal of the games. The explanation of the game includes a demonstration to help them follow the rules. Otherwise, they will misunderstand the purpose of the game and they may not get the games.

E. The Advantages of Games

There are many advantages of using games during teaching and learning process. Games can make classes fun. If the students are having fun, they will find that learning English is very interesting, without realizing it they can observe the lesson easier. Games have advantages and effectiveness in learning vocabulary in various ways.

According Nguyen (2003) there are many advantages of using games, they are mentioned in the following items:

1. Games bring in relaxation and fun for students thus help them learn and retain new words more easily;

2. Games usually involve friendly competition and language learners feel interested. These create motivation for learner of English to involve and participate actively in learning activities;
3. Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible and communicative way.

According to Mei and Jing (2002:3) stated that there are many advantages of using games, they are mentioned in the following items, as follows:

1. Games are fun and children like to play them. Through games children experience, discover, and interact with their environment;
2. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language;
3. The games context makes the foreign language immediately useful for children. Games bring to the target language to real life outside the classroom;
4. The games make the reason for speaking plausible event to reluctant children;
5. Even shy students can participate positively.

Futhermore, Kim (1995:2) adds, that the advantages of using games in the classroom as follows:

1. Games are welcome break from the usual routine of the language class;
2. They are motivating and challenging;
3. Learning a language required a great deal of effort. Games help students to make and sustain the effectof learning;

4. Games provide language practice in the various skills (speaking, writing, listening, and reading);
5. They encourage the students to interact and communicate; and
6. They create a meaningful context for language use.

F. The Kinds of Game

According to Chamberlain (1981:10), most of language games fall into the following categories:

1. Phonetic games
2. Spelling games
3. Dictionary games
4. Vocabulary games

Because there are great deal numbers of language games, English teachers have a variety of choices. However, in deciding which game is to be used in particular class and which games will be most appropriate and most succesful for their students, teachers must consider many factors.

According to Carrier (1990:26), teacher should first consider the level of game to fit their students' language level. They should choose the game that fits the purpose of the class or content. Moreover, teachers should consider students' characteristics. They also consider when the games should be used.

Choosing the appropriate games are to the effectiveness of their usage. A game should be more than just fun. It should have educational values. A game should provide students' opportunity to enhance their knowledge, provide

practice, and review specific language materials. It should involve friendly competition. A game should encourage participant of all students. Rather than focusing on the language itself, a game should encourage students to on the use of language (Ersoz,2000:4).

Based on statements above, in this research, the researcher chooses vocabulary games by using card to increase students' English vocabulary.

G. The Nature of Random Card

Random card game is a type of the media that is very interesting to motivate students and learn English. According Hornby (2000:1047) random is without thinking or deciding in advance, what is going to happen. It addition, randomize to use a method in experiment, a piece of research, etc. Random games are including some randomizing elements; dice, a spinner, dealing of cards, ping-pong balls in Lotto machine. According to the second article in Lotto Lies Series stated that Random is a process of selection in which each item of a set has an equal probability of being chosen. Randomness is only a sign of our ignorance and inability to detect the pattern. We can define a random outcome as one without percieveable cause or design, inherently unpredictable. We sometimes choose between options “ at random” and if we toss a coin, we know it will land heads o tails “ a random”.

A random sampling is one chosen by media involving an unpredictable component. Random sampling can also refer to taking a number of independent observation from the same probability distribution, without involving any real

population. A probability sample is one in which each item has a known probability of being in the sample.

H. Learning Vocabulary Using Random Card Games

In http://www.mr.damon.com/flash_cards.htm states that the way to use cards to help learning vocabulary. The steps are as follows:

1. Buy a set of blank white cards or cut small cards out of a piece of poster board. Normal paper is acceptable but not as good. In addition, you can make cards by yourself.
2. On the front of each cards, write one vocabulary word that needs to be learned.

Example:

BOOK	PEN	TIE	DOOR	WINDOW
------	-----	-----	------	--------

3. On the back, write the definition of the word. (if you are learning vocabulary for another language, write the translation on the back). Example:

BUKU	PENA	DASI	PINTU	JENDELA
------	------	------	-------	---------

4. Go through the deck of card in order one by one, turning each one over to learn the definitions.
5. After going through the deck several times, try to say the definition before turning the card over.
6. Little by little, certain vocabulary words will become easy. Once you know a word on a flash card, put that card down in saparate pile. Soon, the number of cards in your hand will diminish until you know all the vocabulary words.
7. Pick up the pile the second an soon and see if still remember all the words.
8. Now you can try several variations to see if you really the vocabulary:
 - a. Shuffle the cards to see if you know the words out of order.
 - b. Turn the whole deck over and try saying what the vocabulary word is when you can only see the definition.
 - c. Ask a friend or a family member to read out the words and ask you to give them a definition. On the other hand, ask them to read the definition and have them ask you to give the word and it is correct spelling.

I. Relevance of The Research

Research about the effectiveness of using card games to increase vocabulary mastery has relationships with preliminary researcher. Nanang Suhardi, in his research entitled: "The Effectiveness of Modified Word Search Games to Increase Vocabulary Mastery of the Second Year Students SMPN 1 Buru Karimun Regency."

In his data analysis, it shows that the students who taught by using word search games is more effective in learning vocabulary. Based on the fact, researcher has taken several theories from his researcher that relation with his research paper.

J. The Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpretation in scientific study. Because a concept is a still operated in an abstract from in this research plan to measure. Therefore, the operational concept of this study is elaborated based on some indicators.

According to Hornby (2000:252) concept is an idea or principle that is connected with something abstract. In this research plan, we must interpret the concept into a particular word in order to by easy to measure and operate. This research consists of two variables; variable X is that use random card games and variable Y is vocabulary mastery at the first year students at MTS Desa Kualu Kampar Regency and one grouped into experiment group and the control group.

1. The students use random card games as variable "X" can be seen in the following indicators:
 - a. The teacher gives the title to the students and to find word in card before teacher ask the students. The students try to guess the meaning of word in card games.
 - b. The students understand the meaning of the word with random card.
 - c. The teacher makes sentences by using word with random card games.

- d. The teacher also uses the object (textbook) in classroom.
- 2. The students' vocabulary mastery as variable "Y" can be seen in the following indicators:
 - a. The students spell the words by playing the card.
 - b. The students spell the words correctly.
 - c. The students are able to guess meaning of the word.
 - d. The students are able to memorize the word from random card games.

K. Assumption and Hypothesis

1. The Assumption

The researcher's assumptions are as follows:

- a. The researcher assumes the students who are taught by using random cards game would have good in vocabulary mastery.
- b. How far a teacher can prepare the materials of random cards games is various.

2. The Hypothesis

Based on above assumptions, there are to hypothesis proposed:

- a. **(H_a)**: there is any significant effect of teaching vocabulary by using wrandom card game to increase of vocabulary mastery of the first year students of Mts Desa Kualu.
- b. **(H_o)**: There is not significant effect of teaching vocabulary mastery of the first year students of Mts Desa Kualu.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

This research is an experimental research. It involves two groups, an experimental group and control group. They are treated differently; however, the teacher, the length of the time, and the material are same. The experimental group is treated by random card games while the control one is treated as usual without random card games. According to Ferit Kilickaya (2007:8) " the training the lasted for 8 week and the same instructor met the two groups three hours every week". After experimenting the students, they are given post-test in which the question is the same as the question in the pre-test.

This research consists of two variables; the independent variable symbolized by "X" that is random card games and dependent one is as "Y" which refers to students' vocabulary mastery. Therefore, X is an independent variable and Y is a dependent variable. In brief, the research can be designed by following table.

Table III.1

Research Design

Group	Pre-test	treatment	Post-test
Experiment	X1	X	Y1
Control	X2		Y2

B. The Location and Time of the Research

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This research has been conducted on the first year students MTS Desa Kualu Tambang Kampar Regency, located on Jl. Kubang- Kampar. In addition, the time of this research is from August to September 2009.

C. The Subject and Object of the Study

The subject of the study is the first year students at MTS Desa Kualu Kampar, while the object of this study is the effectiveness of using random card games in increasing vocabulary mastery.

D. The Population and Sample of the Research

The population of this research is all the first year students at MTS Desa Kualu Tambang, Kampar Regency. They consist of two classes. The total number populations are 48 students. The specification of the population can be seen on the table below:

Table III.2
The Population of the First Year of
MTs Desa Kualu Kampar

NO	CLASSES	POPULATION
1	VII A	24
2	VII B	24
TOTAL		48

(Data source taken from: MTS Desa Kualu Tambang)

Arikunto (2002:112) says that if the amount of the subject less than 100, it is better to takes all the population and if the amount of the subject is more than 100, it is better to take about 10-15% or 20-25%. Therefore, here the researcher takes all the population as sample in order to accurate the data.

E. The Tecniques of Collecting Data

a) Observation

In order to know the application of this media uring the lesson, which is variable X in this study, the writer will collect the data by teaching them directly while real the teacher of the English subject will observe the research by filling the observation sheet,

b) Test

Which devided into two types, the first pre-test. It was given before the treatment. The second is post-test, it was after the treatment. This technique is used to collect the data about vocabulary,

F. The Techniques of Data Analysis

In analyzing data, the researcher use score of pre-test and post-test of the students. The score are analyzed by using statistical analysis that t_{test} should be used,

variance homogeneity should be found first. Homogeneity test is used to find out whether the two classes of data have homogenous variance or not. The process to analyze the data as follows:

1. Find out the means score of control (M_x) and means score of experiment class (M_y). The formula as follow:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where: M_x = Mean score of control class

M_y = Mean score of experiment class

x = Difference score of control class

y = Difference score of experiment class

N = Number of students

2. Find out the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$). The formula as follow:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where: x^2 = Variance of control class

y^2 = Variance of experiment class

x = Difference score of control class

y = Difference score of experiment class

N = Number of students

3. Find out homogeneity test. The formula as follows:

$$f_{calculated} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

4. Find out t-test statistic. The formula as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where: t = The t-test statistic

M_x = Mean score of control class

M_y = Mean score of experiment class

x^2 = Variance of control class

y^2 = Variance of experiment class

N = Number of students

(Arikunto, 2006:311)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

The experiment was conducted in 8 (eight) meetings with 4 hours and each was played twice and conducted to make the students not bored of the same game. The data are presented as result of observation when the researcher observed the teacher used random card game to increase vocabulary mastery. The researcher observed each item carefully during teaching-learning process. The researcher presents the result as follow:

1. Researcher's Activity

Observation : I
Day/ date : Monday/ 17 July 2009
Class : VIIA
Theme : School Life

Table IV.1

The Result of Observation

No	Observation	Categories	
		Yes	No
1	The teacher show random card game to students and students listen to the teacher's explanation seriously	√	-
2	The teacher divides the students into group or team in studying vocabulary by using random card game	√	-
3	The teacher give time to play the game within 15-20	-	√

4	The teacher gives score to each students	√	-
Total		3	1
Precentage		75%	25%

Pertaining to the table above, the teacher's activities in category "Yes" is 75% and 25% in category "No".

Observation : II
 Day/ date : 20 July 2009
 Class : VIIA
 Theme : School Life

Table IV.2

The Result of Observation

No	Observation	Categories	
		Yes	No
1	The teacher show random card game to students and students listen to the teacher's explanation seriously	√	-
2	The teacher divides the students into group or team in studying vocabulary by using random card game	√	-
3	The teacher gives time to play the game within 15-20	-	√
4	The teacher gives score to each students	√	
Total		3	1
Precentage		75%	25%

Pertaining to the table above, the teacher's activities in category "Yes" is 75% and 25% in category "No".

Observation : III
 Day/ date : 25 July 2009
 Class : VIIA
 Theme : School Life

Table IV.3

The Result of Observation

No	Observation	Categories	
		Yes	No
1	The teacher show random card game to students and students listen to the teacher's explanation seriously	√	-
2	The teacher divides the students into group or team in studying vocabulary by using random card game	√	-
3	The teacher gives time to play the game within 15-20	-	√
4	The teacher gives score to each students	√	-
Total		3	1
Precentage		75%	25%

Pertaining to the table above, the teacher's activities in category "Yes" is 75% and 25% in category "No".

Observation : IV
 Day/ date : 29 July 2009
 Class : VIIA
 Theme : School Life

Table IV.4
The Result of Observation

No	Observation	Categories	
		Yes	No
1	The teacher show random card game to students and students listen to the teacher's explanation seriously	√	-
2	The teacher divides the students into group or team in studying vocabulary by using random card game	√	-
3	The teacher give time to play the game within 15-20	-	√
4	The teacher gives score to each students	√	-

Total	3	1
Percentage	75%	25%

Pertaining to the table above, the teacher's activities in category "Yes" is 75% and 25% in category "No".

Observation : V
 Day/ date : 3 Augst 2009
 Class : VIIA
 Theme : School Life

Table IV.5

The Result of Observation

No	Observation	Categories	
		Yes	No
1	The teacher show random card game to students and students listen to the teacher's explanation seriously	√	-
2	The teacher divides the students into group or team in studying vocabulary by using random card game	√	-
3	The teacher gives time to play the game within 15-20	-	√

4	The teacher gives score to each students	√	-
Total		3	1
Percentage		75%	25%

Pertaining to the table above, the teacher's activities in category "Yes" is 75% and 25% in category "No".

Observation : VI
 Day/ date : 8 Augst 2009
 Class : VIIA
 Theme : School Life

Table IV.6

The Result of Observation

No	Observation	Categories	
		Yes	No
1	The teacher show random card game to students and students listen to the teacher's explanation seriously	√	-

2	The teacher divides the students into group or team in studying vocabulary by using random card game	√	-
3	The teacher gives time to play the game within 15-20	-	√
4	The teacher gives score to each students	√	-
Total		3	1
Precentage		75%	25%

Pertaining to the table above, the teacher's activities in category "Yes" is 75% and 25% in category "No".

Observation : VII
Day/ date : 12 Augst 2009
Class : VIIA
Theme : School Life

Table IV.7

The Result of Observation

No	Observation	Categories
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		Yes	No
1	The teacher show random card game to students and students listen to the teacher's explanation seriously	√	-
2	The teacher divides the students into group or team in studying vocabulary by using random card game	√	-
3	The teacher gives time to play the game within 15-20	√	-
4	The teacher gives score to each students	√	-
Total		4	0
Precentage		100%	0%

Pertaining to the table above, the teacher's activities in category "Yes" is 100% and 0% in category "No".

Observation : VIII
 Day/ date : 12 Augst 2009
 Class : VIIA
 Theme : School Life

Table IV.8

The Result of Observation

No	Observation	Categories	
		Yes	No
1	The teacher show random card game to students and students listen to the teacher's explanation seriously	√	-
2	The teacher divides the students into group or team in studying vocabulary by using random card game	√	-
3	The teacher gives time to play the game within 15-20	-	√
4	The teacher gives score to each students	√	-
Total		3	1
Percentage		75%	25%

Pertaining to the table above, the teacher's activities in category "Yes" is 100% and 0% in category "No".

2. The Percentage of Recapitulation of Researcher's Activity

Table IV.9

The Percentage Recapitulation of Researcher's Activities

		YES	NO
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NO	OBSERVATION											
	1	2	3	4	5	6	7	8	F	P (%)	F	P (%)
1	√	-	√	√	√	√	√	√	7	87.5%	1	12.5%
2	√	√	√	√	√	-	√	√	7	87.5%	1	12.5%
3	-	√	√	-	-	√	√	√	5	62.5%	3	37.5%
4	√	√	-	√	√	√	√	√	7	87.5%	1	12.55
TOTAL									26	81.25%	6	18.75%

$$\frac{26}{32} \times 100 = 81.25\% \text{ Percentage "Yes"}$$

$$\frac{6}{32} \times 100 = 18.75\% \text{ Percentage "No"}$$

From the table above, the teacher has implemented all of the aspects that have been observed, such as :

1. The researcher shows game to students and students listen to the teacher's explanation seriously (87.5%).
2. The researcher divides the students into group or team in studying vocabulary by using random card game (87.5%).
3. The researcher sets time to play the game within 10-15 minutes (62.5%).
4. The researcher gives score to each students (87.5%).

It means that the teacher as well as the researcher has applied the strategy of using random card game.

3. Students Activity

Observation : I
Day/ date : Monday/ 17 July 2009
Class : VIIA
Theme : School Life

Table IV.10

The Result of Observation

No	Students	Students' Activity				Total	
		1	2	3	4	Yes	No
1	Student 1	1	0	1	0	2	2
2	Student 2	0	0	0	1	1	3
3	Student 3	1	0	1	0	2	2
4	Student 4	0	1	1	1	3	1
5	Student 5	0	0	0	0	0	4
6	Student 6	1	1	1	0	3	1
7	Student 7	0	0	0	1	1	3
8	Student 8	1	1	1	0	3	1
9	Student 9	0	0	0	1	1	3
10	Student 10	1	0	1	0	2	2
11	Student 11	0	0	0	0	0	4

12	Student 12	0	1	0	1	2	2
13	Student 13	1	0	1	0	2	2
14	Student 14	0	0	1	0	1	3
15	Student 15	0	0	0	1	1	3
16	Student 16	1	0	0	0	1	3
17	Student 17	1	0	1	1	3	1
18	Student 18	1	1	0	0	2	2
19	Student 19	0	0	0	1	1	3
20	Student 20	0	0	1	0	1	3
21	Student 21	0	0	0	1	1	3
22	Student 22	0	1	0	0	1	3
23	Student 23	0	0	1	1	2	2
24	Student 24	0	1	0	0	1	3
Total		9	7	11	10	37	59
Percentage						38.54%	61.46%

Pertaining to the table above, the students' activities in category "Yes" is 38.54% and 61.46% in category "No".

Observation : II
 Day/ date : 20 July 2009
 Class : VIIA
 Theme : School Life

Table IV.11

The Result of Observation

No	Students	Students' Activity				Total	
		1	2	3	4	Yes	No
1	Student 1	1	0	1	0	2	2
2	Student 2	0	0	0	1	1	3
3	Student 3	1	1	1	0	3	1
4	Student 4	0	1	1	1	3	1
5	Student 5	0	0	0	0	0	4
6	Student 6	1	1	1	0	3	1
7	Student 7	0	0	0	1	1	3
8	Student 8	1	1	1	0	3	1
9	Student 9	0	0	0	1	1	3
10	Student 10	1	0	1	0	2	2
11	Student 11	0	0	0	0	0	4
12	Student 12	0	1	0	1	2	2
13	Student 13	1	1	1	0	3	1
14	Student 14	0	0	1	0	1	3
15	Student 15	0	0	0	1	1	3
16	Student 16	1	0	0	0	1	3
17	Student 17	1	0	1	1	3	1

18	Student 18	1	1	0	0	2	2
19	Student 19	0	0	0	1	1	3
20	Student 20	0	0	1	0	1	3
21	Student 21	0	0	0	1	1	3
22	Student 22	0	1	0	0	1	3
23	Student 23	0	0	1	1	2	2
24	Student 24	0	1	0	0	1	3
Total		9	9	11	10	39	57
Percentage						40.63%	59.37%

Pertaining to the table above, the students' activities in category "Yes" is 38.54% and 61.46% in category "No".

Observation : III
 Day/ date : 25 July 2009
 Class : VIIA
 Theme : School Life

Table IV.12

The Result of Observation

No	Students	Students' Activity				Total	
		1	2	3	4	Yes	No
1	Student 1	1	0	1	0	2	2
2	Student 2	0	0	0	1	1	3
3	Student 3	1	1	1	0	3	1
4	Student 4	0	1	1	1	3	1
5	Student 5	0	0	0	0	0	4
6	Student 6	1	1	1	0	3	1

7	Student 7	0	0	0	1	1	3
8	Student 8	1	1	1	0	3	1
9	Student 9	0	0	0	1	1	3
10	Student 10	1	0	1	0	2	2
11	Student 11	0	0	1	0	1	3
12	Student 12	0	1	0	1	2	2
13	Student 13	1	1	1	1	4	0
14	Student 14	0	0	1	0	1	3
15	Student 15	0	0	0	1	1	3
16	Student 16	1	0	0	0	1	3
17	Student 17	1	0	1	1	3	1
18	Student 18	1	1	0	0	2	2
19	Student 19	0	0	0	1	1	3
20	Student 20	0	0	1	0	1	3
21	Student 21	0	0	0	1	1	3
22	Student 22	0	1	0	0	1	3
23	Student 23	0	0	1	1	2	2
24	Student 24	0	1	0	0	1	3
Total		9	9	12	11	41	55
Percentage						42.71%	57.29%

Pertaining to the table above, the students' activities in category "Yes" is 38.54% and 61.46% in category "No".

Observation : IV
 Day/ date : 29 July 2009
 Class : VIIA
 Theme : School Life

Table IV.13

The Result of Observation

No	Students	Students' Activity				Total	
		1	2	3	4	Yes	No
1	Student 1	1	0	1	0	2	2
2	Student 2	0	0	0	1	1	3
3	Student 3	1	1	1	0	3	1
4	Student 4	0	1	1	1	3	1
5	Student 5	0	0	0	0	0	4
6	Student 6	1	1	1	0	3	1
7	Student 7	0	0	0	1	1	3
8	Student 8	1	1	1	0	3	1
9	Student 9	0	0	0	1	1	3
10	Student 10	1	0	1	0	2	2

11	Student 11	0	0	1	0	1	3
12	Student 12	0	1	0	1	2	2
13	Student 13	1	1	1	1	4	0
14	Student 14	0	0	1	0	1	3
15	Student 15	0	0	0	1	1	3
16	Student 16	1	0	0	0	1	3
17	Student 17	1	0	1	1	3	1
18	Student 18	1	1	0	0	2	2
19	Student 19	0	0	0	1	1	3
20	Student 20	0	0	1	0	1	3
21	Student 21	0	0	0	1	1	3
22	Student 22	0	1	0	0	1	3
23	Student 23	0	0	1	1	2	2
24	Student 24	0	1	0	0	1	3
Total		9	9	12	11	41	55
Percentage						42.71%	57.29%

Pertaining to the table above, the students' activities in category "Yes" is 38.54% and 61.46% in category "No".

Observation : V
Day/ date : 3 Augst 2009
Class : VIIA
Theme : School Life

Table IV.14

The Result of Observation

No	Students	Students' Activity				Total	
		1	2	3	4	Yes	No
1	Student 1	1	0	1	0	2	2
2	Student 2	0	1	1	1	3	1
3	Student 3	1	1	0	0	2	2
4	Student 4	0	1	1	1	3	1
5	Student 5	0	0	0	1	1	3
6	Student 6	1	1	1	0	3	1
7	Student 7	0	0	0	1	1	3
8	Student 8	1	1	1	0	3	1
9	Student 9	0	0	1	1	2	2
10	Student 10	1	1	1	0	3	1
11	Student 11	0	0	1	0	1	3
12	Student 12	0	1	0	1	2	2
13	Student 13	1	1	1	1	4	0
14	Student 14	0	0	1	0	1	3
15	Student 15	0	0	0	1	1	3
16	Student 16	1	0	0	0	1	3
17	Student 17	1	0	1	1	3	1
18	Student 18	1	1	0	0	2	2
19	Student 19	0	0	0	1	1	3
20	Student 20	1	1	1	1	4	0
21	Student 21	0	0	0	1	1	3
22	Student 22	1	1	0	0	2	2
23	Student 23	0	0	1	1	2	2
24	Student 24	0	1	0	0	1	3
Total		11	12	13	13	49	47

Percentage					51.04%	48.96%
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Pertaining to the table above, the students' activities in category "Yes" is 51.04% and 48.96% in category "No".

Observation : VI
 Day/ date : 8 Augst 2009
 Class : VIIA
 Theme : School Life

Table IV.15

The Result of Observation

No	Students	Students' Activity				Total	
		1	2	3	4	Yes	No
1	Student 1	1	1	1	0	3	1

2	Student 2	1	1	1	1	4	0
3	Student 3	1	1	0	0	2	2
4	Student 4	1	1	1	1	4	0
5	Student 5	0	0	0	1	1	3
6	Student 6	1	1	1	0	3	1
7	Student 7	0	0	1	1	2	2
8	Student 8	1	1	1	0	3	1
9	Student 9	0	0	1	1	2	2
10	Student 10	1	1	1	0	3	1
11	Student 11	1	0	1	0	2	2
12	Student 12	0	1	0	1	2	2
13	Student 13	1	1	1	1	4	0
14	Student 14	0	0	1	0	1	3
15	Student 15	0	1	0	1	2	2
16	Student 16	1	0	0	0	1	3
17	Student 17	1	0	1	1	3	1
18	Student 18	1	1	0	1	3	1
19	Student 19	0	0	0	1	1	3
20	Student 20	1	1	1	1	4	0
21	Student 21	1	0	0	1	2	2
22	Student 22	1	1	0	0	2	2
23	Student 23	0	0	1	1	2	2
24	Student 24	0	1	0	0	1	3
Total		15	14	14	14	57	39
Percentage						59.37%	40.63%

Pertaining to the table above, the students' activities in category "Yes" is 51.04% and 48.96% in category "No".

Observation : VII
 Day/ date : 12 Augst 2009
 Class : VIIA
 Theme : School Life

Table IV.16

The Result of Observation

No	Students	Students' Activity				Total	
		1	2	3	4	Yes	No
1	Student 1	1	1	1	0	3	1
2	Student 2	1	1	1	1	4	0
3	Student 3	1	1	0	0	2	2
4	Student 4	1	1	1	1	4	0
5	Student 5	0	0	0	1	1	3
6	Student 6	1	1	1	0	3	1
7	Student 7	0	0	1	1	2	2
8	Student 8	1	1	1	0	3	1
9	Student 9	0	0	1	1	2	2
10	Student 10	1	1	1	0	3	1
11	Student 11	1	0	1	0	2	2
12	Student 12	0	1	0	1	2	2
13	Student 13	1	1	1	1	4	0
14	Student 14	0	0	1	0	1	3
15	Student 15	0	1	0	1	2	2
16	Student 16	1	0	0	0	1	3
17	Student 17	1	0	1	1	3	1
18	Student 18	1	1	0	1	3	1

19	Student 19	0	0	0	1	1	3
20	Student 20	1	1	1	1	4	0
21	Student 21	1	0	0	1	2	2
22	Student 22	1	1	0	0	2	2
23	Student 23	0	0	1	1	2	2
24	Student 24	0	1	0	0	1	3
Total		15	14	14	14	57	39
Percentage						59.37%	40.63%

Pertaining to the table above, the students' activities in category "Yes" is 51.04% and 48.96% in category "No".

Observation : VIII
 Day/ date : 12 Augst 2009
 Class : VIIA
 Theme : School Life

Table IV.17**The Result of Observation**

No	Students	Students' Activity				Total	
		1	2	3	4	Yes	No
1	Student 1	1	1	1	0	3	1
2	Student 2	1	1	1	1	4	0
3	Student 3	1	1	1	1	4	0
4	Student 4	1	1	1	1	4	0
5	Student 5	1	1	1	1	4	0
6	Student 6	1	1	1	1	4	0
7	Student 7	0	1	1	1	3	1
8	Student 8	1	1	1	1	4	0
9	Student 9	1	0	1	1	3	1
10	Student 10	1	1	1	1	4	0
11	Student 11	1	0	1	1	3	1
12	Student 12	0	1	1	1	3	1
13	Student 13	1	1	1	1	4	0
14	Student 14	1	1	1	0	3	1
15	Student 15	0	1	1	1	3	1
16	Student 16	1	1	0	1	3	1
17	Student 17	1	0	1	1	3	1
18	Student 18	1	1	1	1	4	0
19	Student 19	1	1	1	0	3	1
20	Student 20	1	1	1	1	4	0
21	Student 21	1	0	1	1	3	1
22	Student 22	1	1	1	0	3	1
23	Student 23	0	1	1	1	3	1

24	Student 24	1	1	0	1	3	1
Total		20	20	22	20	82	14
Percentage						85.42%	14.58%

Pertaining to the table above, the students' activities in category "Yes" is 85.42% and 14.58% in category "No".

Pertaining to the table above, the students has completed all of aspects that have been observed. Every aspect improves from observation I until observation VIII. In observation I, 38.5% students in categories “Yes” and 61.5% students in category “No”. In observation II, 40.6% students in categories “Yes” and 59.4% students in category “No”. In observation III, 42.7% students in categories “Yes” and 57.3% students in category “No” . In observation IV, 42.7% students in categories “Yes” and 57.3% students in category “No”. In observation V, 51% students in categories “Yes” and 49% students in category “No” . In observation VI, 59.4% students in categories “Yes” and 40.6% students in category “No”. In observation VII, 59.4% students in categories “Yes” and 40.6% students in category “No”. And in observation VIII, 85.4% students in categories “Yes” and 14.6% students in category “No”. From these results can be concluded that random cards game can make students increase vocabulary mastery.

b. Data Posttest of Experiment Class

Table IV.19

Calculated Table of Control and Experiment Class

Control Class				Experiment Class			
Student	Pre-test	Post-test	Difference	Student	Pre-test	Post-test	Difference
	(X_1)	(X_2)	(x)		(Y_1)	(Y_2)	(y)
1	60	70	10	1	50	90	40
2	50	70	20	2	40	90	50

3	40	70	30	3	40	90	50
4	40	70	30	4	40	80	40
5	30	60	30	5	30	80	50
6	50	60	10	6	50	80	30
7	50	60	10	7	50	80	30
8	60	60	0	8	60	80	20
9	40	60	20	9	40	80	40
10	50	60	10	10	50	70	20
11	40	60	20	11	40	70	30
12	30	60	30	12	30	70	40
13	40	60	20	13	40	70	30
14	30	60	30	14	30	70	40
15	40	50	10	15	40	70	30
16	40	50	10	16	40	60	20
17	30	50	20	17	30	60	30
18	40	50	10	18	30	60	30
19	50	50	0	19	50	60	10
20	40	50	10	20	40	60	20
21	40	40	0	21	40	50	10
22	40	40	0	22	40	50	10
23	40	40	0	23	40	50	10
24	30	50	20	24	30	40	10
$\sum N$ =24	$\sum X_1$ =1000	$\sum X_2$ =1350	$\sum x$ =350	$\sum N$ =24	$\sum Y_1$ =970	$\sum Y_2$ =1660	$\sum y$ =690

From the table above, it can be found that $\sum N=24$, $\sum X_1=1000$, $\sum X_2$

$$=1350, \sum x=350, \sum Y_1=970, \sum Y_2=1660, \text{ and } \sum y=690.$$

Furthermore, find out the means score of control (M_x) and means score of experiment class (M_y).

$$M_x = \frac{\sum x}{N}$$

$$= \frac{350}{24}$$

$$M_x = 14,58$$

$$M_y = \frac{\sum y}{N}$$

$$= \frac{690}{24}$$

$$M_y = 28,75$$

Find out the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$).

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 7700 - \frac{350^2}{24}$$

$$= 7700 - \frac{122500}{24}$$

$$= 7700 - 5104,167$$

$$\sum x^2 = 2595,8$$

$$\begin{aligned}\sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\ &= 23900 - \frac{690^2}{24} \\ &= 23900 - \frac{476100}{24} \\ &= 23900 - 19837,5\end{aligned}$$

$$\sum y^2 = 4062,5$$

From the analysis above, it was found that the means of control class is 14,58 and the variance is 2595,8. while the means of experiment class is 28,75 and the variance is 4062,5.

From the finding above, there is difference between the experimental class and control class in term of means, and variance. In order to find out the variance homogeneity of both classes, F value can be calculated in the following:

$$\begin{aligned}f_{calculated} &= \frac{\text{the greater variance}}{\text{the lesser variance}} \\ &= \frac{4062,5}{2595,8}\end{aligned}$$

$$f_{calculated} = 1,565$$

The value of $f_{calculated}$ is compared with the value of f_{table} with dk denominator (24-1=23) and dk counter (24-1=23). Based on the dk and for 5%, f_{table}

value is 2,00. From the explanation, it was found that $f_{calculated}$ is less than f_{table} (1,565<2,00). Thereby, it can be said that both of groups' variance are homogenous.

Then find out t-test statistic.

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\
 &= \frac{14,58 - 28,75}{\sqrt{\left(\frac{2595,8 + 4062,5}{24 + 24 - 2} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}} \\
 &= \frac{14,17}{\sqrt{\left(\frac{6658,3}{46} \right) \left(\frac{2}{24} \right)}} \\
 &= \frac{14,17}{\sqrt{\frac{13316,6}{1104}}} \\
 &= \frac{14,17}{\sqrt{12.06}} \\
 &= \frac{14,17}{3,47} \\
 t &= 4,08
 \end{aligned}$$

By observing the data analysis, it can be described that $t_{calculated}$ is 4,08, then to prove whether there is a significant or not, $t_{calculated}$ is turned to $t_{distribution}$ in alpha decision level $(\alpha)0,05, \frac{1}{2}\alpha$ and with the degree freedom 46

($df = N_1 + N_2 - 2 = 24 + 24 - 2 = 46$) found that $t_{distribution}$ is 1,684. It can be concluded that $t_{calculated} > t_{distribution}$ ($4,08 > 1,684$). It means that H_a is *accepted* and H_o is *rejected*. In short, there is significant effect of using random card game to increase students' vocabulary mastery at first year students of MTS Desa Kualu Kampar Regency.

Pertaining to the table above, the students have completed all of aspects that have been observed. Every aspect improves from observation I until observation VIII. In observation I, 38.5% students are in category "Yes" and 61.5% students are in category "No". In observation II, 40.6% students are in category "Yes" and 59.4% students are in category "No". In observation III, 42.7% students are in category "Yes" and 57.3% students are in category "No". In observation IV, 42.7% students are in category "Yes" and 57.3% students are in category "No". In observation V, 51% students are in categories "Yes" and 49% students are in category "No". In observation VI, 59.4% students are in category "Yes" and 40.6% students are in category "No". In observation VII, 59.4% students are in category "Yes" and 40.6% students are in category "No". And in observation VIII, 85.4% students are in category "Yes" and 14.6% students are in category "No". From these results, it can be concluded that random cards game can make students increase vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After doing research, the researcher found the result of the effectiveness of playing random card to increase vocabulary mastery at MTS Desa Kualu in Kampar Regency. The result is that there is no significant effect vocabulary mastery in using random card game to increase vocabulary mastery.

Based on the first formulation of the problem: “How is the effectiveness of using random cards game to increase vocabulary mastery at the first year of MTS Desa Kualu?”. The researcher found that teaching and learning process become enjoyable. It can be seen from the observation of students’ and teacher’s activity result. In the result students’ motivation, improve from one observation to the next observation. Every aspect improves from observation I until observation VIII.

In observation I, 38.5% students are in category “Yes” and 61.5% students are in category “No”. In observation II, 40.6% students are in category “Yes” and 59.4% students are in category “No”. In observation III, 42.7% students are in category “Yes” and 57.3% students are in category “No”. In observation IV, 42.7% students are in category “Yes” and 57.3% students are in category “No”. In observation V, 51% students are in category “Yes” and 49% students are in category “No”. In observation VI, 59.4% students are in category “Yes” and 40.6% students are in category “No”. In observation VII, 59.4% students are in category “Yes” and

40.6% students are in category “No”. And in observation VIII, 85.4% students are in category “Yes” and 14.6% students are in category “No”. From these results, it can be concluded that random cards game can make students vocabulary mastery increased.

The second formulation of the problem is that “is there any significant effectiveness of group work to increase student’s ability in reading descriptive paragraphs especially in finding main idea of paragraphs, and locating reference?”. The researcher found that the result of t-test is 5.283 higher than t-table 02.03 at 5% significant level and 2.72 significant at 1% level. It means that H_0 is rejected and the H_a is accepted. In other word, there is significant difference on mastery vocabulary mastery between who were taught by using random cards game and who were taught by conventional one.

5.2 Suggestions

5.2.1 Suggestion for the Teacher

The researcher hopes to English teacher to choose the effective method to raise the students’ interest in learning English. Related to the result of the research, the researcher offers some suggestions as follow:

1. Random card game is a type of the media that is very interesting to motivate students and learn English.
2. English teacher should be have various a ways and technique in teaching and learning process especially in teaching reading.

5.2.2 Suggestions for the Students

1. The students should realize that reading is very important.
2. The Student should use dictionary when you do not understand about the words' meaning.
3. The students should review new English words at least 15 words a day.

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